



**Office of Career and
Technical Education**
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**Perkins IV
SECONDARY PROGRAM IMPROVEMENT INSTRUMENT
2008-2009**

Due January 14, 2009

Program

School District/Multi-District

We have reviewed this instrument and are in agreement with the basic plans described.*

**School Superintendent
Multi-District Director**

Date

Principal

Date

Advisory Committee Member

Date

CTE Teacher

Date

CTE Teacher

Date

CTE Teacher

Date

CTE Teacher

Date

OCTE Program Specialist

Date

***Please submit the cover page with original signatures via mail or fax.**

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Introduction

July 1, 2007, marked the beginning of Perkins IV legislation. Because we are beginning a new set of legislative requirements, all secondary programs seeking federal Perkins funds will complete the Program Improvement Instrument. The Department of Education and Office of Career and Technical Education anticipate that each program will use the instrument as a way to determine areas that need improvement and to identify program strengths and best practices that can be shared with other programs. You will find that the new instrument is specifically designed to focus on program improvement as required by Perkins IV.

The Program Improvement Instrument consists of the following sections: Students Engaged, Rigorous Coursework, Cooperation with Stakeholders, Programs of Study, Student Career Guidance, Program Improvement Process and Plan, Equipment and Facilities, Program Accountability/Data, Goal Setting, and Action Plans.

The Program Improvement Process (PIP) sets forth the South Dakota Department of Education/Office of Career and Technical Education's expectations and goals for secondary career and technical education programs. The instrument is designed to help programs develop goals and plans to improve program quality using a continuous improvement model. Its contents are based on requirements in Perkins IV. This instrument will replace both the old Program Improvement Process Instrument booklet and the Annual Progress Report.

Expected Outcomes

Expected outcomes of the process include improvement in program curricula, classroom delivery, and, ultimately, student achievement. Other outcomes are program improvement goals and the "Action Plan." The goals will identify important improvements and changes teachers want to make in their programs. The Action Plan will provide them with a road map for achieving the goals set during the program improvement process. The Action Plan sets time lines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local secondary and postsecondary teachers, administrators, community resources, and/or state staff. Ultimately, the Program Improvement Instrument is designed to help establish where programs are now, where they want to be, and how they plan to get there.

Perkins Data Collection & Analysis

Another important aspect of the Program Improvement Process is Perkins accountability. South Dakota's Perkins Accountability is met through the Perkins Core Indicators of Performance (Standards and Measures), program improvement, and program monitoring. The Core Indicator of Performance data provide important information needed to evaluate and improve the program. During the Program Improvement Process, teachers will work with their program specialists to analyze the program data. Teachers will discuss the disaggregated program data to gauge the status of various subgroups.

The Core Indicators of Performance and the local adjusted levels of performance provide benchmarks for local programs to meet.

Potential Sanctions

With new legislation come new requirements. Perkins IV details sanctions for not meeting Perkins Accountability Requirements.

State Sanctions: If the state fails to meet 90% of the adjusted levels of performance for any core indicator, the state must develop an improvement plan. If after two consecutive years the state fails to meet the 90% on any core indicator, the Secretary may withhold all or a portion of a state's allocation from state administration (5%) and state leadership (10%). The Secretary must use such withheld funds to assist in the development of an improvement plan or other improvement activities.

Local Sanctions: If a local district fails to meet the adjusted levels of performance for two consecutive years, the state may withhold all or part of the local's allocation. The state must use such withheld funds to provide "through alternative arrangements" services and activities to students within the area served by the local district.

Finally, the PIP will assist the Office of Career and Technical Education (OCTE) in its responsibility to monitor and evaluate program effectiveness; assure compliance with all applicable Federal laws; and provide technical assistance, as required by the Perkins Career and Technical Education Act of 2006.

On-site Visits

Some programs will be selected to have an on-site review. Those chosen programs will do the following:

1. Host a meeting with their local program advisory committee, administration, and students.
2. Develop a list of measurable goals (minimum of 3 goals) to include in an Action Plan.
3. Complete an Action Plan with steps to accomplish each goal.
4. Submit a completed secondary Program Improvement Instrument, along with a copy of the Action Plan and list of goals.

New programs, new instructors, and those programs unable to meet the Core Indicators of Performance (Standards and Measures) for two consecutive years will receive priority when selecting programs for on-site visits. On-site reviews may be conducted anywhere in the state and will no longer be assigned to a particular region. All other programs will be selected on a revolving basis with a goal of programs receiving an on-site visit at least once every five years. Program teachers or administrators may request an on-site evaluation of their program from the Office of Career and Technical Education (OCTE).

OCTE Statewide Expectations and Goals to Improve All Programs

1. Students are engaged mentally, physically, socially, and emotionally.
 - a. Students engage in group work and cooperative learning.
 - b. Students use technology for learning.
 - c. Students are engaged in appropriate Career and Technical Student Organizations.
2. Programs offer rigorous coursework.
 - a. Courses integrate reading, writing and math skills.
 - b. CTE educators integrate higher-level concepts and use research-based strategies.
 - c. Students are encouraged to use critical thinking, analytical skills, and problem solving skills at appropriate levels.
3. CTE educators work cooperatively inside school and in the community.
 - a. CTE educators improve rigor by cooperating with other faculty and administration.
 - b. CTE educators work with administrators and other educators on the school's improvement plan.
 - c. Business and industry members are actively involved in the programs.
 - d. Community is engaged through advisory committees.
 - e. Administration, community and parent input is sought.
4. Programs use Programs of Study
 - a. Programs strive to meet industry standards.
 - b. Dual enrollment and articulated credit are part of the students' programs of study.
 - c. Students engage in work-based learning.
 - d. The program seeks state, regional, or national certification or licensure, where applicable.
5. CTE educators are actively engaged in students' career guidance plans.
 - a. Students engage in career exploration based on interests and aptitudes.
 - b. Personal learning plans are developed and used.
 - c. CTE educators work with career guidance counselors.
6. Equipment and facilities enhance student learning.
 - a. Programs plan for future needs and have a long-range plan for major equipment needs and other improvements.
 - b. Educators innovate to cope with equipment and facility constraints.
 - c. CTE teachers and school administrators understand and comply with Perkins equipment procedures, maintain accurate inventory of all equipment purchased with Perkins funds using Generally Accepted Accounting Principles.
7. Educators engage in a holistic improvement planning process.
 - a. Educators use program data to drive decision-making.
 - b. Educators actively seek to engage special populations and provide extra help if needed.
 - c. Educators seek out relevant professional development opportunities.
 - d. Perkins' budget requests reflect consortium/multi-district/school transition plans, program standards, goals set through the program improvement plan, and results of Perkins data analysis.
 - e. Student input is sought.

1. Students are engaged mentally, physically, socially, and emotionally.

Please mark the best response.

The teacher(s) works with other teachers to develop integrated, interdisciplinary lessons/projects that meet content standards.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students are faced with open-ended problems for which there is no obvious solution.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The teacher(s) utilizes cooperative learning to deepen understanding.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students are encouraged to participate in the applicable Career and Technical Student Organization.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students use technology resources at least 3 times per week within the program.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students are assessed through a variety of techniques -Teacher-made, open-ended exams Y or N -Projects or practical/lab exercises Y or N -Portfolios of student's work Y or N -End-of-course exams in the content area Y or N - Demonstrations Y or N -Other: -Other:				

Please provide comments:

2. Programs offer rigorous coursework.

Please mark the best response.

CTE teacher(s) clearly indicate the amount and quality of work necessary to earn an A or a B.	Not Addressed	Being Planned	Some Implementation	Full Implementation
CTE students complete one or more hours of assigned work outside the normal class hours each week.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The program homework policy is communicated to students and parents, and it is enforced.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Higher-order questions are used during classroom discussion and on all assessments.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Common course syllabi have been developed.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Rubrics have been developed.	Not Addressed	Being Planned	Some Implementation	Full Implementation
End-of-course exams have been developed.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students have to complete writing assignments at least bi-weekly within the program.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students have to use mathematics to complete assignments at least bi-weekly within the program.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students regularly read portions of industry journals or other technical material as part of the curriculum.	Not Addressed	Being Planned	Some Implementation	Full Implementation

Please provide comments:

3. CTE educators work cooperatively inside school and in the community.

Please mark the best response.

CTE teachers, other school faculty, and administrators work together to increase program rigor.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The CTE teacher(s) are involved in whole school improvement efforts.	Not Addressed	Being Planned	Some Implementation	Full Implementation
An advisory committee consisting of business, industry, and community representatives is organized and meets at least twice a year.	Not Addressed	Being Planned	Some Implementation	Full Implementation
CTE teacher(s) seeks out administrators to educate and inform them about the value of CTE as well as to seek input.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The CTE teacher(s) makes a proactive effort to involve parents and guardians in their students' work and the program as a whole.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Administrators and the program teacher(s) consult on budgetary needs.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The program is supported by a budget that considers program needs and numbers of students.	Not Addressed	Being Planned	Some Implementation	Full Implementation

Please provide comments:

4. Programs use Programs of Study

Please mark the best response.

The local program of study follows the state model program of study.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Students take a performance test containing industry standards (if available).	Not Addressed	Being Planned	Some Implementation	Full Implementation
Program includes senior projects.	Not Addressed	Being Planned	Some Implementation	Full Implementation
--If yes, it follows the state Senior Project Framework.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Program includes youth internships.	Not Addressed	Being Planned	Some Implementation	Full Implementation
--If yes, it follows the state Youth Internship Framework training.	Not Addressed	Being Planned	Some Implementation	Full Implementation
--If no, students have a job shadow/mentorship/field experience.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Joint/dual enrollment/articulation opportunities exist in the program and students use them.	Not Addressed	Being Planned	Some Implementation	Full Implementation

Please provide comments:

5. CTE educators are actively engaged in students' career guidance plans.

Please mark the best response.

Students develop and use Personal Learning Plans.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Career guidance counselor works with CTE students on Personal Learning Plans.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Career guidance counselor works with CTE students on career-related activities.	Not Addressed	Being Planned	Some Implementation	Full Implementation
CTE teacher(s) actively work with the career guidance counselor to address CTE student needs.	Not Addressed	Being Planned	Some Implementation	Full Implementation
CTE teacher(s) integrates Guidance Central into the curriculum.	Not Addressed	Being Planned	Some Implementation	Full Implementation

Please provide comments:

6. Equipment and facilities enhance student learning.

Please mark the best response.

The program has a long-term needs and improvement plan.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Given facility and equipment constraints, the program seeks resources to best use the space and equipment available.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Equipment and other supplies purchased with Perkins monies are inventoried accurately and administrators are aware of Perkins inventory requirements.	Not Addressed	Being Planned	Some Implementation	Full Implementation
An equipment and instructional materials purchase and replacement policy is in place.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Local funds are used to maintain, purchase, and/or upgrade program equipment and instructional materials.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The facility is maintained in an orderly, safe, and clean condition and safety equipment is readily available.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Perkins equipment is accessible to the program at all times.	Not Addressed	Being Planned	Some Implementation	Full Implementation

Please provide comments:

7. Educators engage in a holistic improvement planning process.

Please mark the best response.

The teacher(s) knows how to locate, report, interpret and disaggregate student categories in the Perkins data, including special populations.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Perkins data is used to make decisions about the program.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Perkins budget requests reflect local program improvement plans, Perkins transition/five year plans, and data results.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Program teacher is involved in the Individualized Education Programs (IEP) of program students.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Program publications and learning environments are free of gender-biased, stereotyping pictures, and language.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Program presents a broad range of career opportunities to all students regardless of race, color, national origin, disability, or gender.	Not Addressed	Being Planned	Some Implementation	Full Implementation
Proactive steps are taken to recognize and reach special populations.	Not Addressed	Being Planned	Some Implementation	Full Implementation
The teacher(s) matches professional development opportunities to relevant personal and program needs.	Not Addressed	Being Planned	Some Implementation	Full Implementation

Future Professional Development Plans Include

(Used by the Department of Education to help plan professional development opportunities based on needs)

-Check all that apply-

☐ Understanding by Design
☐ Writing to Win/6 Plus 1/Step up to Writing
☐ Math in CTE Integration
☐ Integrating Reading in CTE
☐ Senior Projects Training
☐ Instructional Strategies: _____
☐ Youth Internship Training

☐ Teachers as Advisors
☐ Classroom Assessment Training
☐ Career Cluster-Pathways (Specific)

Others:

Please provide comments:

Program Improvement Goal Worksheet

Please use this optional worksheet to help develop at least three goals for your action plan. Three blank action plan forms are available below along with a sample action plan. Only the action will be reviewed by the program specialists this worksheet is supplied as an optional aid.

Goal: _____

Comments: _____

Goal: _____

Comments: _____

Goal: _____

Comments: _____

*Goals and action plan should be developed with the assistance of Department of Education, Office of Career and Technical Education specialists along with local stakeholders.

Program Improvement Action Plan

Goal: How will this goal be measured?	Person(s) Responsible	Completion Date	OCTE Assistance Needed
Activity 1:			___ Yes ___ No
Activity 2:			___ Yes ___ No
Activity 3:			___ Yes ___ No
Activity 4:			___ Yes ___ No
Activity 5:			___ Yes ___ No

☐ Plan Addresses Objectives

☐ Improvement Needed

OCTE Cluster Specialist

Date

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Program Improvement Action Plan

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Activity 1:			___ Yes ___ No
Activity 2:			___ Yes ___ No
Activity 3:			___ Yes ___ No
Activity 4:			___ Yes ___ No
Activity 5:			___ Yes ___ No

☐ Plan Addresses Objectives

☐ Improvement Needed

OCTE Cluster Specialist

Date

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Program Improvement Action Plan

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Activity 1:			___ Yes ___ No
Activity 2:			___ Yes ___ No
Activity 3:			___ Yes ___ No
Activity 4:			___ Yes ___ No
Activity 5:			___ Yes ___ No

☐ Plan Addresses Objectives

☐ Improvement Needed

OCTE Cluster Specialist

Date

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Program Improvement Action Plan

Goal: At least 95% of the students will attain a 75% or above on their technical skills. How will this goal be measured? By accessing Perkins data reports and reviewing attainment levels.	Person(s) Responsible	Completion Date	OCTE Assistance Needed
Activity 1 Develop and implement a mentoring system to increase student achievement.	Teacher Faculty	Oct. 2008	___ Yes <input checked="" type="checkbox"/> No
Activity 2 Implement a “re-do” policy until a student achieves a satisfactory grade.	Teacher	Sept. 2009	___ Yes <input checked="" type="checkbox"/> No
Activity 3 Incorporate Writing to Win strategies.	Teacher	Jan. 2008	<input checked="" type="checkbox"/> Yes ___ No
Activity 4 Work with the ESA’s to receive and implement new instructional strategies and curriculum development.	Teacher Administration ESA	2006-2008	<input checked="" type="checkbox"/> Yes ___ No
Activity 5			___ Yes ___ No

☐ Plan Addresses Objectives

☐ Improvement Needed

OCTE Cluster Specialist

Date

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DEFINITION OF TERMS

Academic Standard - A statement of expectation for demonstrated knowledge or performance in the academic disciplines from which one or more benchmarks are developed.

Accountability – A research and data based system that demonstrates the worth and prudent use of public resources. The South Dakota system includes an annual approval application and submission and use of data, commonly known as standards and measures.

Articulation Agreement - Secondary and postsecondary vocational technical programs secure agreements with postsecondary technical institutes, colleges, universities, other training facilities for advance placement and/or credit for competencies mastered in the secondary and/or postsecondary programs by program students.

Authentic Assessment - Collection of assessment data in the context of student performance of actual occupational, academic, or life tasks.

Basic Academic Skills - Skills in reading, writing, mathematics, speaking, listening and problem-solving which are necessary for individuals to succeed in technical training programs.

Career Clusters/Pathways - A grouping of occupations and industries that are generally viewed as having a common set of foundation knowledge, skills, and attitudes related in practice.

Coherent Sequence of Courses - A series of courses in which technical and academic education are integrated and which directly relate to, and lead to, both academic and occupational competencies.

Completer - A 12th grade student who earned two Carnegie units of credit or more in a program and will be graduating. 12th graders graduating who have earned at least two Carnegie units in a program in a prior year are considered “completers,” even if they are not enrolled in the program in the present year. (Definition for Perkins III.)

Concentrator – An 11th grade student who has earned two Carnegie units of credit or more in a program. (Definition for Perkins III)

Concentrator (Perkins IV definition) - A secondary student who has earned three (3) or more credits in a single CTE program area (e.g. health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Crosswalk Project – An activity that offers academic and technical teachers an opportunity to work jointly to increase the academic rigor in technical programs, as well as increase application and relevance in academic programs.

Curriculum - An organized framework of teaching/learning activities, experiences, assessment, design, and in some cases, materials, which leads to achievement of a specified set of Integrated Curriculum Standards.

Disability – This term means an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (U.S.C. 12102). (A person with a physical or mental impairment that substantially limits one or more major life activities; a person with a record of such a physical or mental impairment; or a person who is regarded as having such an impairment)

Employability Skills - Skills relating to choosing a career, getting and keeping a job, making job and career changes and career advancement.

Equal Access - Providing the same opportunity for quality education to include all areas of special populations including provisions for recruitment/enrollment in all programs and placement of these individuals (persons with disabilities, academically or economically disadvantaged, potential dropouts, limited English proficiency or non-traditional students).

Gender Bias - Behavior resulting from the assumption that one sex is superior to the other. Attributing behaviors, abilities, interest, values and roles to a person or group of persons on the basis of their sex.

Gender Disparity – To the extent the data is available, schools reporting a gender enrollment in CTE programs which is disproportionate to the total percentage of students based on gender.

Integrated Learning – Student exposure to learning experiences that involve collective use of knowledge, skills, and attitudes in workforce and academic areas.

Limited English Proficiency – When comparing the total number of students, 9-12, classified as limited English proficient in the career technical program to the total number of students enrolled in career technical programs, schools with a disproportionate percentage of LEF students.

Minority Student Enrollment – To the extent the data is available, schools reporting a minority enrollment in CTE which is disproportionate to the total percentage of students based on minority.

Nontraditional Fields – The term means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PDP - Professional Development Plan is a process used to assist those teachers who do not hold an original SD teaching certificate. The plan outlines those steps and timelines that will be used to gain the original SD teaching certificate.

Portfolio - A system of career planning and documentation.

Program - A coherent sequence of instruction that is based upon a validated set of competencies.

Program of Study – A coherent sequence of courses including CTE, plus foundational courses and supporting academic courses that prepare students for employment and/or further education.

Rubric - An established and written-down set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks, a scoring tool designed to assist in the process of clarifying and communicating expectations for students. Rubrics are grading grids containing specific information about what is expected of students for every performance standard.

SCANS - Secretary's Commission on Acquiring Necessary Skills. Knowledge and skills (including higher-order thinking skills and attitudes of workers) identified in a national survey of employers as fundamentally important in all job settings. These skills center on students' ability to use resources, information, interpersonal, systems, and technology skills. It is important to identify where these skills are integrated into the curriculum and CTSO activities. These skills are sometimes called "transferable work skills," the general work skills used in most work settings.

Senior Projects - A high school capstone experience that requires students to demonstrate not only what they know, but what they can do. Senior projects require the four P's: paper, project, product, and presentation. Approved Senior Projects follow the South Dakota Senior Project Framework criteria.

Skill Standard - A statement of expectation, including benchmarks, for demonstrated knowledge or performance of tasks required for a worker to perform satisfactorily in a given occupation or job.

Special Needs - A sub-system of the local educational system responsible for the joint provision of specialized or adapted programs and services (or for assisting others to provide such services) for persons with disabilities, disadvantaged or exceptional children and youths.

Special Populations - Those individuals identified within any one of the following groups: economically disadvantaged; limited English proficiency; persons with disabilities as defined in the Americans With Disabilities Act; males in traditionally female occupations; females in traditionally male occupations; single parents, including single pregnant women; displaced homemakers.

Supplementary Services - Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Transferable Work Skills - Those general work skills that are used in all work settings. These skills may include application/interviewing process, job retention, teamwork, problem-solving, decision-making, time management, and keyboarding.

21st Century Skills – A collective vision for 21st century learning that includes skills, knowledge and expertise students need to master to succeed in work and life in the 21st century. 21st Century Skills include core subjects; learning and innovation skills; creativity; critical thinking and problem solving; communication and collaboration; information, media, and technology literacy; and life and career skills.

Youth Internship – An opportunity for high school students to gain valuable on-the-job-work experience with local businesses or community service organizations. Approved youth internships are designed according to the South Dakota Youth Internship Framework.